

APPLICATION FOR LICENSURE

All application materials must be in the Arkansas Board of Examiners office one (1) month prior to the registration deadline date given for the NCE or MFT examination.

Applicant must be a citizen of the United States or have a current green card issued by the U.S. Immigration Bureau documenting legal alien work status in the U.S.

___ Licensed Associate Counselor (LAC) ___ Associate Marriage & Family Therapist (AMFT)

___ Licensed Professional Counselor (LPC) ___ Marriage & Family Therapist (MFT)

(An application fee of \$200.00 must accompany the submission of this completed form.)

1. Name: _____ Date of Birth: _____

Name(s) on transcript(s) if different from #1: _____

Birthplace: _____

(City) (County) (State) (Other)

United States Citizen: ___ YES ___ NO. If no, attach copy of current green card issued by U.S. Immigration Bureau, to document and verify legal alien work status in the U.S.

Social Security Number: _____

Current Residential Address: _____

Street (required): _____

P.O. Box: _____

City: _____ State: _____ Zip: _____

Phone: _____

Residential: _____ Office: _____

Fax: _____ E-Mail: _____

2. Work Experience (cite most recent first):

Position Responsibilities Supervisor Dates

3. Professional Training (cite most recent first):

Dates College/University Specialization Credential/Degree

4. Do you intend to apply for a specialty designation? Yes: _____ No: _____

5. If Yes, please name the specialty: _____

7. If answer is yes, give license or certificate number(s), title(s), and states issuing license(s) or certificate(s): _____

8. Have you ever denied a license and/or certification? Yes _____ No _____

9. If answer is yes, briefly state reasons: _____

10. Have you ever had your license or certificate revoked, canceled or suspended? Yes ___ No ___

11. If answer is yes, state reasons: _____

12. Have you ever been convicted of a felony? Yes _____ No _____

13. If answer is yes, please provide the following information:

Date of conviction: _____ Where convicted: _____

Felony charge: _____

14. Current Employment Information

Primary Employment Setting:

Name of Employer: _____

Address: _____

Phone: _____

Setting: Independent private practice _____ School _____

Governmental agency _____ Non-profit organization _____

(Employed) private practice _____ Other (state type) _____

Secondary Employment Setting

Name of Employer: _____

Address: _____

Phone: _____

Setting: Independent private practice _____ School _____

Governmental agency _____ Non-profit organization _____

(Employed) private practice _____ Other (state type) _____

Name and degree of supervisor(s): _____

Position of supervisor(s): _____

Licensure status: _____

PLEASE READ CAREFULLY

In making this application to the Arkansas Board of Examiners in Counseling for the issuance of a license, I agree to abide by the rules and regulations of the Arkansas Board of Examiners in Counseling and to take all examinations necessary to the processing of my application. Upon issuance of a license, I agree to be bound by the Code of Ethics of the American Counseling Association **and/or** American Association of Marriage & Family Therapy. I understand that I am bound by both codes if I hold both licenses. I further agree that the fee submitted with this application is non- refundable.

I agree to hold the Arkansas Board of Examiners in Counseling, its members, officers, agents, and examiners free from any damage or claim for damage or complaint by reason of any action they or any one of them take in connection with this application, the attendant examination, the grades with respect to any examination, and/or failure of the Board to issue me a license. I hereby grant permission to the Board to seek any information or references it deems fit in securing my credentials pertinent to this application.

I further agree that if issued a license, upon the revocation, suspension or cancellation of that license, I shall return the said license to the Board.

I have read Act 593, Act 244 amendment, and the Rules and Regulations of the Board and am familiar with the requirements of the Acts and with the Rules and Regulations of the Board.

The information which I have provided in this application is truthful. I understand that giving the Board false information of any kind may result in the voiding of this application and my failing to be granted licensure.

Date _____ Signature of Applicant _____
(Application Packet valid for one year from this Date.)

Board Policy requires that each applicant
attach a photograph taken within the last
12 months. Photograph must be attached
Prior to Notary Signature.

Attach photograph here

VERIFICATION OF APPLICATION

State of Arkansas

County of: _____

I, _____, Applicant for licensure, state upon oath that the
statements contained in the above and foregoing application are true and correct to the best
of my knowledge and belief.

Signature: _____

Subscribed and sworn to before me this _____ day of _____

Notary Public Signature: _____

My commission expires: _____

Seal:

EFFECTIVE JANUARY 1, 2003

60 GRADUATE HOURS ACCEPTABLE TO THE BOARD ARE REQUIRED FOR AN APPLICATION FOR AN ARKANSAS COUNSELING OR MARRIAGE AND FAMILY THERAPIST LICENSE TO BE PROCESSED.

THE CORE CURRICULUM COURSES MUST BE DOCUMENTED. THE ADDITIONAL COURSES MUST BE COUNSELING IN NATURE AND RELATED TO THE DEGREE AS APPROVED BY THE APPLICANT'S UNIVERSITY ADVISORS.

RECOMMENDED COURSE ELECTIVES FROM JANUARY 1, 2003 TO JANUARY 1, 2005
FOLLOW:

ABNORMAL PSYCHOLOGY
PSYCHOPATHOLOGY
DSM
FAMILY & RELATIONSHIP
PSYCHOPHARMACOLOGY

DISTANCE LEARNING RULES AND REGULATIONS ARE BEING REVISED BY THE BOARD.

Currently, course work earned in this manner is not acceptable for the initial license issue. When finalized the Rules/Regulations will be published and public hearings held prior to filing with the Legislative Council. University Distance Learning programs will be individually reviewed to evaluate the courses as equivalent to the Board adopted Standards. University's that have requested their distance learning programs and course work be reviewed follow:

University of Arkansas- Little Rock
Liberty University – Virginia
Southern Christian University – Alabama

Projected completion date for the implementation of the revised Rules/Regulations is July 1, 2003.

No applications from students whose graduate programs have been distance learning programs have been processed from 1979 to the present. When the revised Rules/Regulations are finalized, the distance learning programs will be reviewed and a file for each university developed. The Board will then evaluate distance learning transcripts from applicants under the revised Rules/Regulations.

January 1, 2003

Applicant's Name _____

Core Curriculum Summary
LAC or LPC

**"B" Grade above required in each of the required 60 semester graduate hours
Brick Mortar and Distance Learning Course Work Accepted if Courses Meet the Standards Adopted
By the Board**

PROFESSIONAL IDENTITY (3hour minimum)

Studies that provide an understanding of all of the following aspects of professional functioning: a.) history and philosophy of the counseling profession, including significant factors and events; b.) professional roles, functions, and relationships with other human service providers; c.) technological competence and computer literacy; d.) professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases; e.) professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; f.) public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession; g.) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and h) ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling. Page 60, CACREP STANDARD, 2001

Course #	Institution	Course Title
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TRADITIONAL-BRICK MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

SOCIAL AND CULTURAL DIVERSITY (3 hour minimum)

Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individual, couples, families, ethnic groups, and communities including all of the following: a) multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally; b) attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities; c) individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups; d.) counselors' roles in social justice, advocacy and conflict resolution, cultural self awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body; e) theories of multicultural counseling, theories of identity development, and multicultural competencies; and f.) ethical and legal considerations. Page 61, CACREP STANDARD, 2001

Course #	Institution	Course Title
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TRADITIONAL-BRICK MORTAR COURSE WORK		
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DISTANCE LEARNING COURSE WORK		
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HUMAN GROWTH AND DEVELOPMENT (3 hour minimum)

Studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following; a.) theories of individual and family development and transitions across the life span; b.) theories of learning and personality development; c.) human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; d.) strategies for facilitating optimum development over the life span; and e.) ethical and legal considerations. Page 61-62, CACREP STANDARDS, 2001

Course #	Institution	Course Title
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TRADITIONAL-BRICK MORTAR COURSE WORK		
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DISTANCE LEARNING COURSE WORK		
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CAREER DEVELOPMENT (3 hour minimum)

Studies that provide an understanding of career development and related life factors, including all of the following: a.) career development theories and decision making models; b.) career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems; c.) career development program planning, organization, implementation, administration, and evaluation; d.) interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development; e.) career and educational planning, placement, follow-up, and evaluation; f.) assessment instruments and techniques that are relevant to career planning and decision making; g.) technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world wide web sites; h.) career counseling processes, techniques, and resources, including those applicable to specific populations; and i.) ethical and legal considerations. Page 62, CACPER STANDARDS, 2001

Course #	Institution	Course Title
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TRADITIONAL-BRICK MORTAR COURSE WORK		
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DISTANCE LEARNING COURSE WORK

HELPING RELATIONS (3 hour minimum)

Studies that provide an understanding of counseling and consultation process, including all of the following: a.) counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills; b.) an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries; c.) counseling theories that provide the student with a consistent model (s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavior, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling; d.) a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and systems theories as appropriate modalities for family assessment and counseling; e.) a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation; f.) integration of technological strategies and applications within counseling and consultation processes; and g.) ethical and legal considerations. Page 62-63, CACREP STANDARD, 2001

Course #	Institution	Course Title
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TRADITIONAL-BRICK MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

GROUP WORK (3 hour minimum)

Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following: a.) principles of group dynamics including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; b.) group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles; c.) theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; d.) group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and , methods of evaluation of effectiveness; e.) approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups; f.) professional preparation standards for group leaders; and g.) ethical and legal considerations. Page 63-64, CACREP STANDARD, 2001

Course #	Institution	Course Title
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TRADITIONAL-BRICK MORTAR COURSE WORK		
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DISTANCE LEARNING COURSE WORK		
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ASSESSMENT (3 hour minimum)

Studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following: a.) historical perspectives concerning the nature and meaning of assessment; b.) basic concepts of standardized and non standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations and computer-managed and computer-assisted methods; c.) statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d.) reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); e.) validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity; f.) age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations; g.) strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling; h.) an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and i.) ethical and legal considerations. Page 64, CACREP STANDARD, 2001

Course #	Institution	Course Title
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TRADITIONAL-BRICK MORTAR COURSE WORK		
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DISTANCE LEARNING COURSE WORK		
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RESEARCH AND PROGRAM EVALUATION (3 hour minimum)

Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: a.) the importance of research and opportunities and difficulties in conducting research in the counseling profession; b.) research methods such as qualitative, quantitative, single-case designs, action research, and outcome based research; c.) use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy; d.) principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications; e.) use of research to improve counseling effectiveness; and f.) ethical and legal considerations. Page 64-65 CACREP STANDARD, 2001

Course #	Institution	Course Title
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TRADITIONAL-BRICK MORTAR COURSE WORK		
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DISTANCE LEARNING COURSE WORK

ABNORMAL PSYCHOLOGY (3 hour minimum)

A survey of behavior disorders ranging from the mild to severe. The etiology, treatment, and prognosis of the various maladaptive behavior patterns are examined. Course objective, the course is intended as an introduction to abnormal psychology for students entering the program with other than a psychology degree. Students will gain a broad understanding of psychological disorders in both children and adults. Course content regarding these disorders will include historical views, current models, the diagnostic classification system, etiology, assessment, and treatment.

Course #	Institution	Course Title
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TRADITIONAL-BRICK MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

PSYCHOPATHOLOGY (3 hour minimum)

A survey of behavior disorders, their origins, characteristics, and treatment. The objectives of the course are two-fold. First, students will learn diagnostic criteria for mental disorders as classified by the Diagnostic and Statistical Manual-IV-TR of the American Psychiatric Association and will be able to conduct differential diagnosis of the various disorders. Students will also understand basic issues of classification accuracy, clinical judgment, objective measurement, and labeling of clients. Second, students will be able to develop treatment plans for the major disorders. Plans will include behavioral and observational outcomes, recommended psychotherapy plan, suggested psychotropic medications and prognosis.

Course #	Institution	Course Title
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TRADITIONAL-BRICK MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

DSM AND / ICD (3 hour minimum)

Courses in this area should provide training in using the DSM or ICD manuals in providing appropriate diagnosis and categorization of mental disorders.

Course #	Institution	Course Title
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TRADITIONAL-BRICK MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

FAMILY & RELATIONSHIP (3 hour minimum)

A course to gain an understanding of the historical development of family systems theory and the major contributors of the theory and practice of family therapy, to demonstrate a working knowledge of the major theoretical concepts that are foundational to the field of family therapy. (Essential Knowledge). To integrate and evaluate a systemic world-view through a Biblical framework. (Attitudes and values) To develop skill in the application of a systems framework to the practice of marriage and family therapy. (Competence)

Course #	Institution	Course Title
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TRADITIONAL-BRICK MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

PSYCHOPHARMACOLOGY (3 hour minimum)

Courses in this area should address the physiological/medical aspects of mental illness and the medications that are used to treat specific common disorders.

Course #	Institution	Course Title
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TRADITIONAL-BRICK MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

PRACTICUM AND / OR INTERNSHIPS (9 hour minimum)

The practicum total a minimum of 100 clock hours including 40 hours of direct service with clients, including experience in individual counseling and group work; weekly interaction with an average of one hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member; an average of 1 ½ hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member, and evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum. The Internship/internships requires the minimum of supervised 600 clock hours that is begun after the completion of the practicum (Standard III.G) The internship includes 240 hours of direct service with clients appropriate to the program of study; weekly interaction with an average of one hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor); an average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member; the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (record keeping, supervision, information and referral, in-service and staff meetings); the student develops program-appropriate audio and/or videotapes of student's interactions with clients for use in supervision; the opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non print media, professional literature, and research, and a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor. Condensed Pages 66-68, CACREP STANDARD, 2001

Course #	Institution	Course Title
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TRADITIONAL-BRICK MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

Credential Evaluation Services

International graduate degree(s) must be submitted with an English translation and certification from a credential evaluation service and approved by the Board. These agencies must certify that the foreign degree is equivalent to a United States graduate degree. All costs for this certification are the responsibility of the applicant. For a list of services, please contact the National Association of Credential Evaluation Services, Inc at (414) 289-3400.

Approved: _____	Denied: _____
Signature	Signature

Date: _____	Date: _____
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Effective January 1, 2005

Course contents meets

2001 Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP),
5999 Stevenson Avenue, AACD Building, Alexandria, VA 22304

Phone: (703)829-9088, ext. 301; Fax: (703)823-0252

E-Mail: CACREP@aol.com

APPLICANT NAME _____

**CORE CURRICULUM SUMMARY
LAMFT OR LMFT**

**“B” Grade or above required in each of the required 60 Semester Graduate Hours.
BRICK-MORTAR (traditional in-classroom) AND DISTANCE LEARNING COURSES
ACCEPTED IF COURSES MEET THE STANDARDS ADOPTED BY THE BOARD**

The AAMFT embraces a family systems perspective of human and family development and of the treatment of both individual and family problems. The following five areas are deemed essential educational training for the practice of marriage and family therapy.

Course Equivalents: 3 semester credits; or 4 quarter credits; or 45 didactic contact hours (lecture hours)

MARRIAGE AND FAMILY STUDIES (9Hour Minimum/3 Courses)

Courses in this area should present a fundamental introduction to systems theory. Courses should address a wide variety of family structures and a diverse range of contemporary issues, which include but are not limited to gender, violence, addictions, and abuse from a relational/systemic perspective. Examples of courses: systems theory, family development, family subsystems, blended families, gender issues in families, cultural issues in families, family violence, family communications, etc. *Survey or overview courses in which systems is one of several theories covered are not acceptable in this area.. Courses in which systems theory is the major focus and other theories of individual or families are studied in relation to systems theory are appropriate.*

Course #

Institution

Course Title

TRADITIONAL BRICK-MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

MARRIAGE AND FAMILY THERAPY (9 hour minimum/3 courses)

Courses in this area should have a major focus on advanced family systems theories with their therapeutic interventions. This area is intended to provide a substantive understanding of the major theories of systems change and the applied practices evolving from each theoretical orientation. Examples of courses: strategic therapy, intergenerational family therapy, systemic sex therapy, etc

Survey, or overview course, in which family therapy is one of several types of theories covered are not acceptable.

Course #

Institution

Course Title

TRADITIONAL BRICK-MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

HUMAN DEVELOPMENT (9 Hour minimum/3 courses)

Courses in this area should provide knowledge of individual personality development and its normal and abnormal manifestations. The student should have relevant coursework in human development across the life span that includes special issues that effect an individual's development (i.e., culture, gender and human sexuality). This material should be integrated with systems concepts. Examples of courses: human development, cross-cultural studies, child/adolescent development, human sexuality, personality theory, etc. One of these 3 courses must include Psychopathology.

Test and measurement courses are not accepted toward this area.

Course #	Institution	Course Title
TRADITIONAL BRICK-MORTAR COURSE WORK		
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DISTANCE LEARNING COURSE WORK

ASSESSMENT (3 Hour minimum)

Courses in this area address the use of formal and informal assessment of individual, relationship, family, and systemic factors including the assessment and treatment of major mental health issues. Individual assessment includes standard individual cognitive, emotional, behavioral, and social instruments.

Assessment of systemic factors includes valid relational, structural, and family functioning instruments.

NOTE: under Arkansas law, Projective techniques in the assessment of personality are not permitted for Counselors under this license. Act 593 of 1979, 17-27-102, (7)(B) and (8)(B), found in ACA page 273 of 09/03/02.

Course #	Institution	Course Title
TRADITIONAL BRICK-MORTAR COURSE WORK		
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DISTANCE LEARNING COURSE WORK

PROFESSIONAL ETHICS (3 Hour minimum)

Courses in this area are intended to contribute to the professional development of the therapist. Areas of study should include the therapist's legal responsibilities and liabilities, professional ethics as a marriage and family therapist from AAMFT's Code Of Ethics, professional socialization, and the role of the professional organization, licensure or certification legislation, independent practice and inter-professional cooperation.

Religious ethics courses, philosophy or moral theology courses are not accepted toward this area.

Course #	Institution	Course Title
TRADITIONAL BRICK-MORTAR COURSE WORK		

DISTANCE LEARNING COURSE WORK

RESEARCH (3 Hour minimum)

Courses in this area should assist students in understanding and performing research and include significant material on research in couple and family therapy. Course examples: research methodology, quantitative methods and statistics, qualitative research, etc.

Individual personality, test and measurement, and library research courses are not accepted toward this area.

Course #	Institution	Course Title
TRADITIONAL BRICK-MORTAR COURSE WORK		

DISTANCE LEARNING COURSE WORK

PSYCHOPHARMACOLOGY (3 Hour minimum)

Courses in this area should address the physiological/medical aspects of mental illness and the medications that are used to treat specific common disorders.

Course #	Institution	Course Title
TRADITIONAL BRICK-MORTAR COURSE WORK		

DISTANT LEARNING COURSE WORK

DSM AND /OR ICD USE (3 Hour minimum)

Courses in this area should provide training in using the DSM or ICD manuals in providing appropriate diagnostics and categorization of mental disorders.

Course #	Institution	Course Title
TRADITIONAL BRICK-MORTAR COURSE WORK		

DISTANCE LEARNING COURSE WORK

PRACTICUM/INTERNSHIPS (9 Hour Practicum/Internships)

Applicants must complete a minimum 1-year practicum (500 hours of client contact with individuals, couples and families). The direct client contact hours must have been supervised by site supervisors assigned by the university in addition to the university's faculty's supervision.

Course # Institution Course Title

TRADITIONAL BRICK-MORTAR COURSE WORK

DISTANCE LEARNING COURSE WORK

Credential Evaluation Services

International graduate degree(s) must be submitted with an English translation and certificate from a credential evaluation service and approved by the Board. These agencies must certify that the foreign degree is equivalent to a United States graduate degree. All costs for this certification are the responsibility of the applicant. For a list of services, please contact the National Association of Credential evaluation Services, Inc at (414)289-3400.

Approved _____ Denied _____
Signature Signature

Descriptions adapted from Version 10.2

Commission on Accreditation for Marriage and Family Therapy Education of the American Association for
Marriage and Family Therapy
112 South Alfred Street, Alexandria, VA 22314-3061
Phone: (703) 838-9808. Fax (703) 838-9805
Home Page: <http://www/aamft.org>

Recommended elective courses to complete the 60 hour requirement effective January 1, 2003:

DSM/ICD ASSESSMENT AND DIAGNOSIS

PYSCHOPHARMACOLOGY

Recommended electives mandated January 1, 2005

The requirements above are for the Arkansas Marriage and Family Therapy License. See AAMFT (American Association for Marriage and Family Therapy Clinical Membership) for national Clinical Membership requirements (WWW.AAMFT.ORG)

Revised on 3/29/04

Clinical Membership Requirements

Clinical Members meet the full set of requirements established by the AAMFT for the independent practice of marriage and family therapy.			
Requirements	COAMFTE Program Graduate	Non-COAMFTE Program Graduate	Definitions
Education	Master's or Doctoral degree in MFT or a related field from a regionally accredited institution (Master's & Doctoral programs accredited by the COAMFTE are always regionally accredited. Those graduating from a post-degree program must document that their degree is from a regionally accredited institution)	Master's or Doctoral degree in MFT or a related field from a regionally accredited institution	Regional Accreditation is awarded an institution by the following regional accrediting bodies: MSA, NASC, NCA, NEASC-CHE, SACS-CC, or WASC-Sr. It signifies that the institution meets established standards for higher education
Curriculum (course) Requirements	Individuals who have graduated from a COAMFTE accredited program have met all 11 required courses as outlined in the AAMFT Curriculum Guidelines.	Must successfully complete the 11 required courses outlined in the AAMFT Curriculum Guidelines , either during their graduate program, or in a post-degree training program accepted by the AAMFT. (Undergraduate level courses do not satisfy AAMFT course requirements)	See AAMFT Curriculum Guidelines
Supervised Clinical Practicum (during graduate program)	Individuals who have graduated from a COAMFTE program have met this requirement.	Minimum 1 year, 300 hours of direct client contact with individuals, couples, & families. This Experience must have been supervised. (If you did not complete this practicum during your graduate program, you may submit your first 300 post-graduate client contact hours to satisfy this requirement. These post-graduate hours must be supervised by an AAMFT Approved Supervisor, Supervisor-in-Training, or by an alternate supervisor)	Direct client contact is face-to-face contact with Individuals, couples or families.
Post-Graduate Clinical Experience	Minimum 2 years, 1,000 hours of clinical work experience in marriage and family therapy, completed concurrently with the post-graduate supervision described below. Graduates of COAMFTE programs can count client contact hours earned during the program toward this requirement based on a ratio of 1 supervision hour to every 5 client contact hours.	Minimum 2 years, 1,000 hours of clinical work experience in marriage and family therapy, completed concurrently with the post-graduate supervision described below. Hours obtained during our graduate program do not count towards this requirement. (This experience may not begin until the applicant has completed the supervised clinical practicum described above.)	
Post-Graduate Supervision	200 hours of supervision completed concurrently with the 1,000 hours of clinical experience described above. At least 100 of the 200 hours must be individual supervision . Graduates of COAMFTE programs can count supervision hours earned during the program toward this requirement, based on a ratio of 1 supervision hour to every 5 client contact hours.	200 hours of supervision completed concurrently with the 1,000 hours of clinical experience described above. At least 100 of the 200 hours must be individual supervision . Hours obtained during your graduate program do not count toward this requirement.	Individual supervision is face-to-face contact between one supervisor and two supervisees. Group supervision may consist of no more than 6 supervisees, regardless of the number of supervisors. See page 12 for a description of the required Characteristics of Supervision.
Post-Graduate Supervisor(s)	The 200 hours of post-graduate supervision describe above must be Completed with an AAMFT Approved Supervisor or AAMFT Supervisor-in-Training .	The 200 hours of post-graduate supervision described above must be completed with an AAMFT Approved Supervisor or Supervisor-in-Training .	To determine if your supervisor is AAMFT Approved , contact the AAMFT, or ask your supervisor

Requirements	COAMFTE Program Graduate	Non-COAMFTE Program Graduate	Definitions
Education	Master's or Doctoral degree in MFT related field from a regionally accredited institution . (Master's & Doctoral programs accredited by the COAMFTE are always regionally accredited those graduating from a post-degree training program must document that their graduate degree is from a regionally accredited institution)	Master's or Doctoral degree in MFT or a related field from a regionally accredited institution	Regional accreditation is awarded an institution by the following regionally accrediting bodies: MSA, NASC, NCA, NEASC-CIHE, SACS-CC, or WASC-S. It signifies that the institution meets established standards for higher education.
Curriculum (course) Requirements	Individuals who have graduated from a COAMFTE accredited program have met all 11 required courses as outlined in the AAMFT Curriculum Guidelines .	Must successfully complete any 8 of the 11 required courses outlined in the AAMFT Curriculum Guidelines , either during their graduate program, or in a post-degree training program accepted by the AAMFT. The applicant can complete the remaining 3 courses while holding Associate Membership. (Undergraduate level courses do not satisfy AAMFT course requirements.)	See AAMFT Curriculum Guidelines
Supervised Clinical Practicum (during graduate program)	Individuals who have graduated from a COAMFTE program have met this requirement.	Minimum 1 year, 300 hours of client contact with individuals, couples & families. This experience must have been supervised. (If you did not complete this practicum during your graduate program, you may submit your first 300 post-graduate supervised client contact hours to satisfy this requirement. These post-graduate hours must be supervised by an AAMFT Approved Supervisor, Supervisor-in-Training, or by an alternate supervisor.)	Direct client contact is face-to-face contact with individuals, couples or families.

Characteristics of Supervision

Supervision of marital and family therapy is expected to have the following characteristics.

- Face-to-face conversation with the supervisor, usually in periods of approximately one hour each
- The learning process should be sustained and intense
- Appointments are customarily scheduled once a week, three times weekly is ordinarily the Maximum and once every other week the minimum
- Normally completed over a period of one to three years
- It is recommended that the experience include at least two supervisors with diverse family therapy theoretical orientations

Lifted From

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